



Newnham St Peter's Church of England Primary School and Pre-School

SCHOOL POLICY

Policy name	Early Years Foundation Stage
Status	Statutory
Review period	Annual
To be read in conjunction with	See Appendix 1
Required on website	Yes

Review Progress

	<i>Changes made? Y/N</i>	<i>Name</i>	<i>Date</i>
<i>Stage 1 – Ready for review</i>		<i>E Sophocli</i>	<i>29.09.21</i>
<i>Stage 2 - Governor review</i>	<i>N</i>	<i>B. Bowles</i>	<i>6.10.21</i>
<i>Stage 3 – Completion by HT</i>	<i>Yes</i>	<i>A. Nolan</i>	<i>28.10.21</i>
<i>Stage 4 - Adoption</i>		<i>GB</i>	<i>22.11.21</i>

Related links

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2021>

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

As a Church of England School we identify Christian values that underpin the whole of our community. These values inform our school's vision, aims and ethos, the design of our curriculum, all policies, planning and the school's management and governance. The values that relate particularly to this Policy are perseverance, friendship, forgiveness, hope and respect.

2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

3. Structure of the EYFS

Our pre-school offers places to children aged 3 years to school age. Pre-school children form part of our Acorn class (pre-school, reception, and year 1) based in our Acorns classroom. Hours are available Monday to Friday during term-time offering full day sessions (08:45 to 15:00) or half-day sessions (08:45 to 12:00; 12:00 to 15:00). All non-funded hours are chargeable at £4.10ph.

All 3-year-olds are entitled to 15 hours' free childcare the term after their third birthday (September, January and April). Some working families are entitled to 30 hours' free childcare.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, three areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the three prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. The staff follow the children's interest and adapt planning to suit where necessary.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. The staff believe there should be a good balance of both, to enable our children to thrive. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. We provide free flow between our three learning spaces (two classrooms and the outdoor area) as well as using our forest area multiple times a week.

The children have direct group teaching daily for RWI (our synthetic phonics programme) and maths (CanDo maths) as well as literacy sessions multiple times a week.

5. Assessment

At Newnham St Peter's, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

The staff also provide an assessment of all children's progress at the end of term two and at the end of term four. This allows the staff to monitor who is 'on track' to meet the end of year expectations and who needs support in one or more areas of learning.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed by the Governing board annually.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy